

QUESTIONNAIRES FOR TEENS

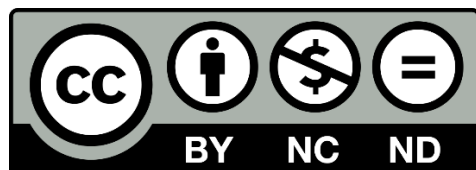
PRE QUESTIONNAIRES FOR TEENS PARTICIPATING IN STEM ACTIVITIES DESIGNED AND USED BY FLORIDA SECUNDÀRIA & SINS CARDENER



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PRE-QUESTIONNAIRE

QUESTIONNAIRE GUIDELINES

This questionnaire was used before the implementation of the project of the scientific conference at Florida secundària and SINS Cardener secondary schools. We asked students to answer the questions in a sincere and personal way.

The purpose of the questionnaire is to know the opinions of the teens in order to adapt and improve the training provided in the workshops and assess the impact on their self-efficacy in STEM.

IDENTIFICATION OF THE PARTICIPANT

1. Which is your name?
2. How old are you?
3. What is the genre with which you feel identified?
 - Male
 - Female
 - Other
4. Which is the name of your school?

EXPECTATIONS OF THE PARTICIPANT

5. What do you expect from the scientific conference?
 - To have fun
 - Think a lot
 - Use materials I do not have at home
 - Know real people working in STEM
 - Research how things made by humans work
 - Research about phenomena or other things that are interesting to me



HOW DO YOU FEEL?

In this section, we suggest you to think about your relationship with the scientific and technological world.

6. Please, provide an answer by marking it on each row

	Not at all	Very little	A little	Some-how	Considerably	A lot
Do you like the scientific activities in which you participate regularly?						
Would you like to study in the future studies related to science, technology engineering or mates?						
In your free time, do you like to do things related to science? (to do excursions to nature, visit a science museum, watch a video about science ...)						
In general, do you feel that you have achieved the scientific challenges that have been raised						



on other occasions?						
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7. To which extent do you feel capable of...

	Not capable at all	A little capable	Quite capable	Very capable	Totally capable	Totally capable and I could help my colleagues
Designing experiences to collect data. (e.g. designing an experiment to observe a phenomenon)						
Formulating hypotheses or predictions about an experiment. (for example, what do I think will happen?)						
Identifying what factors or conditions (variables) can affect an experiment. (eg the amount of light can cause a						



plant to grow more or less)						
Collecting data and represent them graphically.						
Providing a scientific explanation of phenomena or experiences. (eg how it happened or why it happened ...)						
Obtaining conclusions based on collected data. (e.g. justify something from the data or experiment performed)						
Arguing publicly the results of an investigation (eg defend, expose a job)						





8. In general, and after having answered all the previous questions, how can you be able to carry out scientific research / research?

- Not capable at all
- A little capable
- Quite capable
- Very capable
- Totally capable
- Totally capable and I could help my colleagues

9. Which of your potentialities (what is good for you, what you are good / good) do you think is useful for carrying out scientific research?



WHICH THINGS HELP ME TO LEARN SCIENCE?

10. Please, provide an answer by marking it in each row

	It does not help me at all	It helps me very little	It helps me a little	It helps me somehow	It helps me considerably	It definitely helps me a lot
The teacher helps me to see what my ability to do science and believe in it						
That the expert of the initial talk (happening) appear to be a close person and makes me feel that I can also do a scientific research						
That the teacher helps me to be aware of what I do right and wrong throughout an entire activity (eg knowing where I am from the activity in relation to the final objective, knowing how my work is evaluated...)						
That the teacher uses words that I can understand and not too many technical in the classroom						
Build together, with the teacher, the final structure that my work,						





TIT, video or scientific poster should have						
That teacher help me to learn how to manage my emotions (e.g., help overcome the tension of having to expose in public)						

11. In relation to your experiences when doing science...

	Not at all	Very little	A little	Some-how	Conside-rably	A lot
Do you feel involved in science classes?						
Your interest in science has declined in recent years?						
Would you like to train in health, biology, medicine ...?						
Would you like to train in communication technologies, physics, engineering ...?						





Think of a person who is dedicated to science, technology, engineering or mathematics. Do you see doing the same thing that person does?						
When you find yourself having difficulty doing science it's easy for you to get back and overcome it?						
Do you positively value your academic results?						

TO FINISH (PERSONAL CHARACTERISATION)

12. In which country were you born?

13. Where were your parents born?



14. Which level of studies have your parents?

	Primary studies not finished	Primary education finished (eg primary)	Compulsory studies finished (eg. ESO)	Post-compulsory studies finished (eg vocational training ...)	University degree finished (eg Degree, Diploma, Degree ...)	Tertiary studies finished (eg Masters, Doctorates ...)
Father, Mother or tutor						
Father, Mother, or Tutor						

15. Have you ever repeated a course?

	No	Yes, one course	Yes, two courses	Yes, more than two courses
Pre-Primary education				
Primary education				
Secondary education				

Thank you for your answers!

